Institute for Clinical Research Education (ICRE)

Degree Programs in Medical Education

Student Handbook 2024

University of Pittsburgh | Institute for Clinical Research Education

Institute for Clinical Research Education (ICRE) Degree Programs in Medical Education

This handbook provides information about the policies and procedures pertaining to the Medical Education Degree Programs, the School of Medicine, and the University of Pittsburgh. Although the material contained within the handbook is reviewed and updated once a year, changes may occur during the year and are announced in memos, on the website, and by email so that students are notified in a timely manner.

Degree Granting Programs in Medical Education Contact Information:

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The University of Pittsburgh, as an educational institution and as an employer, does not discriminate on the basis of disability, race, color, religion, national origin, ancestry, genetic information, marital status, familial status, sex, age, sexual orientation, veteran status or gender identity and expression in its programs and activities.

The University does not tolerate discrimination, harassment, or retaliation on these bases and takes steps to ensure that students, employees, and third parties are not subject to a hostile environment in University programs or activities.

The University responds promptly and equitably to allegations of discrimination, harassment, and retaliation. It promptly conducts investigations and takes appropriate action, including disciplinary action, against individuals found to have violated its policies, as well as provides appropriate remedies to complainants and the campus community. The University is committed to taking prompt action to end a hostile environment if one has been created, prevent its recurrence, and remedy the effects of any hostile environment on affected members of the campus community.

For complete details on the University's Nondiscrimination, Equal Opportunity, and Affirmative Action Policy (07-01-03) and Sexual Misconduct Policy (06-05-01), please visit the Policies, Procedures, and Practices page.

Last updated: June 10, 2024

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Introduction to the ICRE and Medical Education Degree Programs

INSTITUTE FOR CLINICAL RESEARCH

The Institute for Clinical Research Education (ICRE) is the home for the University of Pittsburgh's premier clinical and translational research training programs as well as the home for the Research Education and Career Development Core of the Clinical and Translational Science Institute (CTSI). The foundation of the ICRE's clinical research training enterprise consists of the Degree Granting Programs in Clinical Research.

MISSION

The ICRE, an avowed anti-racist organization, seeks to improve health outcomes, practice, and policy by creating an equitable, inclusive environment dedicated to educating the next generation of clinical and translational researchers and medical educators.

OBJECTIVES

The ICRE's primary objectives are to develop, nurture, and support a cadre of clinical and translational scientists by building on the University of Pittsburgh's existing clinical research training programs to establish a comprehensive program with activities ranging from early research exposure for high school students to programs for faculty.

DEGREE GRANTING PROGRAMS IN MEDICAL EDUCATION

The MS and certificate programs in Medical Education at the University of Pittsburgh School of Medicine is for fellows and faculty members who are pursuing careers in medical education and clinical teaching and who want intense training in clinical education.

The overall aim of the Degree-Granting Programs in Medical Education is to provide comprehensive and advanced training to medical educators in the skills, knowledge, and research methodology in medical education. These students will then lead teaching, curricular, and research efforts and will administer programs in education at academic medical centers. Students may enroll in a program that usually takes one year and leads to the Certificate in Medical Education, or they may enroll in a program that generally takes two years and leads to the Master of Science in Medical Education.

The Degree Granting Programs in Medical Education strive to maintain a set course block for students. Courses are generally offered on Mondays, Wednesdays and Fridays between 1:00 – 5:00pm, the main exception to this is if a student chooses to enroll in a clinical research or other department course.

Medical Education Degree
Program Requirements

MASTER OF SCIENCE IN MEDICAL EDUCATION

The four specific goals for those enrolled in the Master of Science in Medical Education are:

- To establish and refine effective clinical and classroom teaching skills,
- To enhance knowledge of the administrative aspects of leading training programs in medical education,
- To enhance skills for professional development, leadership, and advancement,
- To develop and refine research skills so as to effectively interpret, conduct, and disseminate high quality research in medical education and curriculum development.

An advisor and a project mentor are chosen to help each trainee who is working toward the Master of Science in Medical Education. To receive the Master of Science degree, the student must complete a minimum of 30 credits, undertake teaching activities that target teaching skills, educational innovation, and professional development, and submit a final curriculum development or mentored research project. Depending on individual clinical responsibilities and the total number of courses taken, the Master of Science in Medical Education generally requires two years or more to fulfill all of the requirements. The timing and scheduling for the courses in the program are designed to help students balance their multiple responsibilities. Students are able to decline enrollment for 1 semester. If a student does not enroll for two consecutive semesters, they must meet with a program staff member to discuss their degree plan. University of Pittsburgh regulations regarding Master of Science degrees can be found on the University's [Course Catalog website](#).

Course Requirements

Each Master of Science student is required to complete the medical education core curriculum, research core curriculum, three credit research project and electives.

MEDICAL EDUCATION CORE

- MEDEDU 2100: Enhancing Teaching Skills for the Clinician Educator
- MEDEDU 2111: Fundamentals of Adult Learning Part I
- MEDEDU 2120: Professional Development
- MEDEDU 2125: Assessment of Medical Learners
- MEDEDU 2130: Curriculum Development
- MEDEDU 2140: Scientific Writing and Presentation Skills

RESEARCH CORE

- MEDEDU 2005: Computer Methods in Clinical Research
- MEDEDU 2010: Clinical Research Methods
- MEDEDU 2020: Biostatistics
- MEDEDU 2040: Measurement in Clinical Research

Thesis or Substantive Research Project

One of the requirements for the Master of Science in Medical Education is the completion of a research project that meets the following criteria:

- It represents primary independent work by the Master of Science degree candidate,
- It is presented to the candidate's review committee in oral or written form,
- It serves as the basis for a comprehensive review of the candidate's competence by the review committee.

PROJECT REQUIREMENT

Completed medical education research project with planned publication in peer review journal. Options include a completed curriculum development project, survey research, qualitative research, or other type of research project. The student must be the principal investigator.

All students must defend their project before their Review Committee (designated on the 'Master's Project Review Committee Signature Form' and approved by the Director).

On January 1 of Year 1, each candidate must submit a completed Thesis Prospectus Form to the ICRE Degree Program Office. The prospectus must be approved by the Program Director before the candidate can proceed with their project.

On January 1 of Year 2, each candidate must submit a completed Thesis Prospectus Update Form to the ICRE Degree Program Office. This form will list any updates to the thesis project as well as list the thesis committee members. These forms are available for download by students through the ICRE Student Portal in Canvas. Students can also request copies from the Degree Program Staff.

A final approved project must be submitted to the ICRE Degree Program Office at least 1 month prior to the date of graduation, for example, to defend in the spring term, the candidate must schedule their defense by April 1. If the final project is approved by the Review Committee in this timeframe, the candidate receives a passing grade and is permitted to proceed with graduation ceremonies. If the final project requires revisions, the candidate must complete the required changes, submit the revised project to the committee and (in some cases) schedule a second defense. If the final project is not approved at least two weeks before graduation, the candidate will need to reapply for graduation in a later term.

Our goal is to avoid any undue expectations for students and to ensure that degree candidates across all of our programs are treated fairly and equitably. As part of this effort, students are not permitted to provide food and/or beverages to their committee for the thesis/dissertation defense or during any other milestone meetings.

Advisors and Project Mentors

Students enrolled in the Master of Science of Medical Education must identify 2 mentors, a project mentor and a teaching mentor. It is possible for one person to serve more than one mentoring role.

PROGRAM ADVISOR

The program advisor is the Program Director of the Degree Programs in Medical Education who is knowledgeable about program coursework and requirements. The Program Advisor works closely with the student and project mentor to help devise the specialized curriculum. The Program Advisor may participate in the development of the substantive research project. The student is expected to meet with the Program Advisor each academic term.

PROJECT MENTORS

The project mentor provides oversight and guidance in the completion of the student's final project. The teaching mentor is responsible for the direct feedback and evaluation of the trainee's teaching activities. The student is expected to meet with their mentors throughout their degree progress.

To ensure that the student and their mentor(s) have a clear, mutual understanding concerning their roles, responsibilities and educational goals, the program requires that the student and mentor work together to develop an agreement that delineates the following:

- Their expectations for the program and the mentoring experience,
- Their expectations regarding time commitments and the frequency of meetings,
- Their expectations regarding collaboration on research projects,
- Their commitment to the mentor-trainee relationship.

Registration and Coursework

Course enrollment forms can be obtained from the Student Services Coordinator. Forms must be signed by both the student and Program Advisor. Completed forms should be submitted to the using the Student Portal on Canvas. The Student Services Coordinator will provide enrollment instructions each term.

CERTIFICATE IN MEDICAL EDUCATION

The Certificate in Medical Education is available for individuals' pursuing careers in medical education and clinical teaching. Students must complete a total of 15 credits, the majority of these credits (minimum of 9) must be Medical Education courses. The Program Director serves as the students Program Advisor and must approve all coursework. Students are able to decline enrollment for 1 semester. If a student does not enroll for two consecutive semesters, they must meet with a program staff member to discuss their degree plan.

Registration and Coursework

Course enrollment forms can be obtained from the Student Services Coordinator. Forms must be signed by both the student and Program Advisor. Completed forms should be submitted using the Student Portal on Canvas.

General Academic Program Information

STATUTE OF LIMITATIONS

University policy dictates that students complete the Certificate or Master of Science degree in four (4) years. Under extraordinary circumstances, students may apply for an extension of the statute of limitations. The request must be approved by the Director, Program Leadership, and the Dean of Medicine.

LEAVE OF ABSENCE

Under special conditions, a student in the Master of Science program may be granted one leave of absence for a maximum amount of 1 year. When requesting a leave of absence, the student must state the rationale and must indicate the requested length of leave in advance. The request should be submitted to the Director, who in turn will make a recommendation to the Associate Dean. If approved by the Associate Dean, the time of the leave shall not count against the total time allowed for the degree being sought by the student.

DISABILITY ACCOMMODATIONS

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and Disability Resources and Services, 140 William Pitt Union, 412-648-7890 as early as possible in the term.

CROSS REGISTRATION

Students may register for courses offered at institutions in the Pittsburgh Council on Higher Education (PCHE) cross-registration agreement (Carnegie Mellon University, Duquesne University, the Pittsburgh Theological Seminary, and Robert Morris University.) Such coursework must be approved in advance by the student's advisor. PCHE cross-registration is only available to full-time students and is limited to one class per semester. Credits will not be counted as transfers and will count toward the degree and GPA calculations. Part-time students interested in enrolling at another Pittsburgh institution may be eligible to enroll as a non-degree student at the institution and transfer the credits to their Pitt program once they successfully complete the course. (see "Waiver of Requirements" section below).

WAIVER OF REQUIREMENTS/TRANSFER CREDITS

If a student feels that their educational background precludes the need to take one or more of the required courses, the student should discuss this with their ICRE advisor and the Director of Academic Programs. The student is responsible to bring this matter to the attention of the Director of Academic Programs and will need to have the syllabi from the courses they feel meet the requirements. The Director of Academic Program is responsible for granting the waiver and in special circumstances may request the advice of the course director. Master of Science students can request up to 6-credits of previously completed, relevant coursework to be transferred into their degree. Certificate students can request up to 5-credits for transfer. In order to be eligible to transfer, the previously completed courses must be graduate-level and must be accompanied by an official transcript showing a letter grade of "B" or better (or equivalent according to the grading scheme of the institution.) Credit transfer requests must be approved by the Program Director as

well as the Associate Dean of Graduate Studies in the School of Medicine. Credit transfer requests are prepared and submitted by the Assistant Director of Academic Programs. In some cases, the student may receive permission to take an examination to be exempted from a course.

Prior Completion of the Research Education in Advancing Investigative Careers for Housestaff and Fellows (REACH) Program

Up to 6 credits will be accepted for the Master of Science in Medical Education for students who have earned a letter grade B or better in the REACH program and have been accepted into the Master's degree program. Rather than retake material that has already been covered, such students will make up the 3-credit differential with additional electives. (3 credits are the difference between the 9-credit summer core and the 6 credits that can be granted to former REACH trainees).

GRADING POLICY

The following guidelines are based on University policy:

Graduate students must maintain a minimum grade point average (GPA) of 3.0 or better at all times. Failure to do so results in automatic academic probation.

Graduate students must receive satisfactory grades in each course. For required courses, a letter grade of "B" or better is needed. For elective courses, a letter grade of "B –" can count towards fulfillment of degree requirements, subject to approval by the Director of Academic Programs.

If a student receives a letter grade that falls below these thresholds ("B" for required courses, "B–" for elective courses), no course credit will be given. The University will not count these courses towards requirements. The student has the option to re-take these courses. Students must officially enroll and pay for the class again. A repeated course, has a notation appearing underneath the previous course taken designating it has been excluded from the GPA. The course and grade remains on the student's record/transcript.

An "I" grade is issued by the instructor. It is issued in the case of ongoing study such as incomplete research, work in individual guidance classes, clinical work or seminars. "I" grades are also issued when extenuating circumstances prevent a student from completing a course.

"W" Grade: To withdraw from a class after the official end of the add/drop period while still enrolled in other courses, you must process a Monitored Withdrawal Request form through the dean's office of the academic center offering the course. If approved, a grade of "W" will be recorded on your transcript for that course. "W" grades do not count toward a student's degree or grade point average. There is no tuition adjustment associated with a course withdrawal.

TUITION

Students are responsible for covering the tuition costs, taxes, and fees associated with courses taken through the Institute for Clinical Research Education unless they have other funding sources.

The Institute for Clinical Research Education does not provide financial aid. Please visit the University of Pittsburgh's [Office of Institutional Research website](#) for current tuition rates for graduate-level courses.

Many individuals accepted into our degree-granting programs have faculty- or student-based affiliations with the University of Pittsburgh or University of Pittsburgh Medical Center (UPMC). Faculty, fellows, or residents at these institutions may be eligible for tuition benefits. For complete

information, contact the Faculty Records office at the University of Pittsburgh (412-624-4232) or UPMC Tuition Assistance Employee Service Center at 1-800-994-2752 (press option 3).

BUILDING EMERGENCY OR INCLEMENT WEATHER POLICY

Scenario 1: The University is closed; the School of Medicine is closed.

Scenario 2: The University cancels classes; the School of Medicine cancels classes.

Scenario 3: The Parkvale Building is closed or instructor must cancel class due to extenuating circumstances.

Only the Chancellor may officially close the Pittsburgh campus of the University.

The University will remain open in all but the most extreme circumstances. However, University employees and students are urged to use their own discretion in deciding whether they can safely commute to work.

When a State of Emergency is declared by the Governor or other local governing official, school personnel are expected to abide by those directives, and there will be no classes.

ICRE Degree Program staff will contact students as soon as possible if the Parkvale Building or instructor cancels class. It is up to the instructor to decide if a make-up session for the missed class will be scheduled and/or required.

ICRE Academic Values and Code of Professionalism

The University of Pittsburgh and the Institute for Clinical Research Education (ICRE) maintain an honor code for all students enrolled in educational programs. The ICRE expects all students to uphold the following values for academic integrity and Code of Professionalism. Please note that specific academic integrity policies may vary from instructor to instructor; it is up to the student to understand and follow each instructor's policy and expectations.

Every student shall be honor bound to refrain from cheating, from presenting work for evaluation which is not their own, from giving or obtaining unauthorized assistance during evaluation, and from falsifying data or reports. Every student shall be honor bound from lying under any circumstances. Every student has an obligation to cooperate in the investigation or disposition of any allegation of violation of the Honor Code and to report all violations which come under their observation.

Students sign and return the ICRE Academic Integrity Pledge at Orientation (Appendix F) and if found in violation of the ICRE Academic Integrity Policy will follow the steps outlined in the ICRE Academic Integrity Violation Reporting Procedure (Appendix D). In addition to these documents, students may refer to our Student Obligations (Appendix E) and Instructor Obligations (Appendix F).

ACADEMIC INTEGRITY*

Examples of conduct which have been regarded as being in violation of academic integrity include but are not limited to the following:

- Plagiarism
- Representing the work of another as one's own
- Destroying or concealing educational materials meant for simultaneous use by others
- Copying from an examination paper of another student
- Allowing another to copy from one's examination paper
- Reading a copy of the examination prior to the date of the examination without consent of the instructor
- Giving or receiving aid on an examination under circumstances in which a reasonable person should have known that such aid was prohibited by the Honor Code
- Using unauthorized resources in the completion of an examination

If a student commits a dishonorable act, it shall be considered a valid defense if the student reports themselves to an appropriate authority and conscientiously attempts to rectify the situation, before the dishonorable act is brought to the attention of the program. Any student, faculty member, administrative officer, or staff member of the ICRE may allege that a violation of academic integrity has occurred. Alleged violations should be brought to the attention of the Director of Academic Programs immediately. The Director of Academic Programs will review the alleged violation and follow the ICRE's academic integrity violation reporting procedure. A written copy of the procedure may be obtained from the Degree Program Coordinator at any time.

CODE OF PROFESSIONALISM*

HONESTY

In all situations, classroom, lab, and office, the student should be honest with, faculty members, and other students. Cheating, plagiarism, theft, and lying are all forms of dishonest behavior.

FAIRNESS

Classroom and research expectations should be clearly stated and met. The student has the right to expect fairness in treatment, just as the teaching faculty expects to receive fair treatment. Unfair behavior is not acceptable just because someone else displays such behavior.

RESPECT

Show respect for your teaching faculty and fellow students by attending each class, showing up on time, and staying for the entire class. Pay attention to the discussion and contribute meaningful responses.

RESPONSIBILITY

Take responsibility for your actions. Discourage dishonest behaviors and dishonest activities in others.

COMMUNICATION

Inform instructors or degree program staff in a timely manner when experiencing any issues that may impact your studies.

Adapted from the University of Pittsburgh School of Medicine 'Student Code of Professionalism' and the School of Medicine Program in Integrative Molecular Biology (PIMB) Student Handbook.

Guidelines for Ethical Practices in Research

The University of Pittsburgh seeks excellence in the pursuit of knowledge and requires all members of the University community, including its student body, to adhere to the highest standards of integrity in research. Detailed information regarding the Research Integrity Policy at the University of Pittsburgh can be found on the website of the [Office of Policy and Development Management](). More detailed information on the [Guidelines for Ethical Practices in Research]() at the University of Pittsburgh can be found on the Human Research Protection Office's website

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ICRE Program Guidelines

ATTENDANCE

Attendance is required of all students in degree-granting programs at ICRE. Whether the course is being held in person or virtually, students are expected to attend. For Medical Education courses, a student can miss 1 class session for a 1 credit course or 2 class sessions for a 2-credit course. Attendance exceptions are made at the instructor's discretion. Watching a video of a recorded lecture does not substitute for attendance.

COURSE REGISTRATION AND ACADEMIC ADVISING

Students are required to meet with their academic advisor (assigned to them at Orientation) each term. Students are expected to come prepared when meeting with their advisor, students should take with them a blank enrollment form, a list of proposed classes and be prepared to discuss their degree progression. Students cannot register for classes unless they have a signed enrollment form.

CANVAS

Most, but not all, ICRE courses are made available on the University of Pittsburgh Canvas system. Available course materials include syllabi, announcements, and, for some courses, audio, audio with PowerPoint, and/or video recordings of the lectures.

Canvas courses will be available at least one week before the start of the course, depending on availability of information. At course completion, the Canvas sites will continue to be accessible for one year after the end of the term. This extension provides enrolled students with an opportunity to save any files made available for the course. There will be no access to the course information after that time unless an exemption is permitted by the instructor.

UNIVERSITY OF PITTSBURGH EMAIL

Canvas and all official University of Pittsburgh correspondence are directed to the student's University of Pittsburgh email address (username@pitt.edu). Students are responsible either for reading email at their University of Pittsburgh email address or for forwarding email messages to an email account that the student regularly uses.

For information on forwarding your University of Pittsburgh email, see the [University Email Preferences]() on the Information Technology website.

COURSE EVALUATION

All students are expected to complete a course evaluation survey at the end of each ICRE course. Course evaluations are distributed electronically on the last day of class and available for one month. All responses are confidential and will be presented to the instructor without any identification of the responder.

REQUIRED AND SUPPLEMENTAL TEXTBOOKS

All required and supplemental textbooks can be purchased at the University of Pittsburgh Book Center. Select textbooks may also be available through the University of Pittsburgh's Library System.
Students have the following options to obtain required journal articles:

- A link may be provided via Canvas to a free, downloadable online copy of the article.
- A reference may be used to locate the article via the Health Sciences Library System (HSLS).
- Copies of required journal articles may be made for personal use onl

Program Governance

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Appendices

Appendix A: Master of Science in Medical Education Plan of Study Appendix B: Certificate in Medical Education Plan of Study

Appendix C: ICRE Academic Integrity Pledge

Appendix D: ICRE Academic Integrity Violation Form

Appendix E: Student Obligations

Appendix F: Faculty Obligation

Appendix A: Master of Science in Medical Education Plan of Study

Students must successfully complete the required courses plus additional elective courses, selected with the student's advisor, which are necessary to earn the Master of Science in Medical Education.

REQUIRED COURSES

Course Code	Course Title	Credits	Course Director(s)	Term	Notes
MEDEDU 2005	Computer Methods in Clinical Research	1	Scott Rothenberger	Summer	
MEDEDU 2010	Clinical Research Methods	3	Gretchen White Cristina Murray-Krezan Kenneth Smith	Summer	
MEDEDU 2020	Biostatistics	4	Joyce Chang Jonathan Yabes	Summer	
MEDEDU 2040	Measurement in Clinical Research	1	Galen Switzer Jackie Rankine	Summer	
MEDEDU 2080	Master's Thesis Research	1-3	Sarah Merriam	Any term	See thesis forms in ICRE Student Portal
MEDEDU 2100	Enhancing Teaching Skills For the Clinician Educator	2	Stephanie Maximous Sarah Merriam	Fall	
MEDEDU 2111	Fundamentals of Adult Learning Part I	1	Bob Arnold Melissa McNeil Jennifer Corbelli	Spring	
MEDEDU 2120	Professional Development	1	Gabriella Gosman Erika Friehling Richard Saladino	Summer	
MEDEDU 2125	Assessment of Medical Learners	1	Mike Elnicki Gabriella Gosman Melinda Hamilton	Fall	
MEDEDU 2130	Curriculum Development	1	Melissa McNeil Deborah DiNardo	Summer	
MEDEDU 2140	Scientific Writing and Presentation Skills	1	Carla Spagnoletti Gretchen White	Spring	

ELECTIVE COURSES

Course Code	Course Title	Credits	Course Director(s)	Term	Notes
MEDEDU 2085	Medical Education Independent Study	1-2	Sarah Merriam	Any term	Form required; available in ICRE Student Portal.
MEDEDU 2131	Strategies for Dealing with the Struggling Learner	1	Melissa McNeil	Fall	
MEDEDU 2150	Management of Educational Programs	1	Alda Maria Gonzaga Anna Donovan	Spring	
MEDEDU 2160	Current Topics in Teaching and Learning – A Seminar Series	1	Gretchen Shelesky	Any term	Form required: available in ICRE Student Portal
MEDEDU 2170	Making the Most of Mentoring	1	Melissa McNeil Erika Friehling	Fall	
MEDEDU 2185	Strategic Leadership in Academic Medicine	1	Sarah Merriam Thomas Radomski	Fall	
MEDEDU 2201	Teaching Practicum: Outpatient Teaching	1	Carla Spagnoletti	Any term	Form required: available in ICRE Student Portal
MEDEDU 2202	Teaching Practicum: Inpatient Teaching	1	Carla Spagnoletti	Any term	Form required: available in ICRE Student Portal
MEDEDU 2203	Teaching Practicum: Classroom Teaching	1	Carla Spagnoletti	Any term	Form required: available in ICRE Student Portal
MEDEDU 2211	Teaching Clinical Reasoning	1	Eliana Bonifacino Casey McQuade	Summer	
MEDEDU 2221	Applying Quality Improvement Methods in the Clinical Context	1	Allison Dekosky Benjamin Sprague	Fall	
MEDEDU 2230	Innovation in Teaching and Learning	2	JB McGee	Spring	Offered during even years only

Course Code	Course Title	Credits	Course Director(s)	Term	Notes
MEDEDU 2240	Cultural Competence	1	Abdesalam Soudi Tracey Conti	Spring	Offered during even years only
MEDEDU 2250	Teaching Communication Skills	2	Rene Claxton Sarah Spinella Brianna Rossiter Eva Reitschuler-Cross	Fall	
MEDEDU 2260	Current Topics in Medical Education Research – A Seminar Series	1	Sarah Merriam Julie Childers	Any term	Form required: available in ICRE Student Portal
MEDEDU 2325	Fundamentals of Adult Learning Part II	1	Bob Arnold Melissa McNeil Jennifer Corbelli	Spring	
CLRES 2045	Survey Design and Data Analysis	1	Lan Yu Janel Hanmer	Fall/ Spring	
CLRES 2076	Introduction to Grant Writing	1	Bruce Rollman	Spring	
CLRES 2300	Introduction to Systematic Reviews and Meta-Analyses	1	Nader Shaikh	Fall	
CLRES 2400	Qualitative Research Methods I: Theory and Design	1	Marie Norman Megan Hamm	Fall	
CLRES 2401	Qualitative Research Methods II: Applications	1	Marie Norman Megan Hamm	Spring	
CLRES 2601	Principles and Practices in Palliative Care Part I	1	Rene Claxton	Summer	

Appendix B: Certificate in Medical Education Plan of Study

Students must complete 15 credits; the majority of these credits (minimum of 9) must be Medical Education courses. All courses must be approved by the Advisor.

CORE COURSES

Course Code	Course Title	Credits	Course Director(s)	Term	Notes
MEDEDU 2010	Clinical Research Methods	3	Gretchen White Cristina Murray-Krezan Kenneth Smith	Summer	
MEDEDU 2020	Biostatistics	4	Joyce Chang Jonathan Yabes	Summer	
MEDEDU 2100	Enhancing Teaching Skills for the Clinician Educator	2	Stephanie Maximous Sarah Merriam	Fall	
MEDEDU 2111	Fundamentals of Adult Learning Part I	1	Bob Arnold Melissa McNeil Jennifer Corbelli	Spring	
MEDEDU 2120	Professional Development	1	Gabrielle Gosman Erika Friehling Richard Saladino	Summer	
MEDEDU 2130	Curriculum Development	1	Melissa McNeil Deborah DiNardo	Summer	
MEDEDU 2140	Scientific Writing and Presentation Skills	1	Carla Spagnoletti Gretchen White	Spring	

ELECTIVE COURSES

Course Code	Course Title	Credits	Course Director(s)	Term	Notes
MEDEDU 2005	Computer Methods in Clinical Research	1	Scott Rothenberger	Summer	
MEDEDU 2040	Measurement in Clinical Research	1	Galen Switzer Jackie Rankine	Summer	
MEDEDU 2080	Master's Thesis Research	1-3	Sarah Merriam	Any term	Form required: available in ICRE

Course Code	Course Title	Credits	Course Director(s)	Term	Notes
					Student Portal
MEDEDU 2125	Assessment of Medical Learners	1	Mike Elnicki Gabrielle Gosman Malinda Hamilton	Fall	
MEDEDU 2131	Strategies for Dealing with the Struggling Learner	1	Melissa McNeil	Fall	
MEDEDU 2150	Management of Educational Programs	1	Alda Maria Gonzaga Anna Donovan	Spring	
MEDEDU 2160	Current Topics in Teaching and Learning – A Seminar Series	1	Gretchen Shelesky	Any term	Form required: available in ICRE Student Portal
MEDEDU 2170	Making the Most of Mentoring	1	Melissa McNeil Erika Friehling	Fall	
MEDEDU 2201	Teaching Practicum: Outpatient Teaching	1	Carla Spagnoletti	Any term	Form required: available in ICRE Student Portal
MEDEDU 2202	Teaching Practicum: Inpatient Teaching	1	Carla Spagnoletti	Any term	Form required: available in ICRE Student Portal
MEDEDU 2203	Teaching Practicum: Classroom Teaching	1	Carla Spagnoletti	Any term	Form required: available in ICRE Student Portal
MEDEDU 2230	Innovative Teaching Strategies	2	JB McGee	Spring	Offered during even years only
MEDEDU 2240	Cultural Competence	1	Abdesalam Soudi Tracey Conti	Spring	Offered during even years only
MEDEDU 2250	Teaching	2	Rene Claxton	Fall	

Course Code	Course Title	Credits	Course Director(s)	Term	Notes
	Communication Skills				
MEDEDU 2260	Current Topics in Medical Education Research – A Seminar Series	1	Sarah Merriam Julie Childers	Any term	Form required: available in ICRE Student Portal
MEDEDU 2325	Fundamentals of Adult Learning Part II	1	Bob Arnold Melissa McNeil Jennifer Corbelli	Spring	
CLRES 2045	Survey Design and Data Analysis	1	Lan Yu Janel Hanmer	Fall/ Spring	
CLRES 2076	Introduction to Grant Writing	1	Bruce Rollman	Spring	
CLRES 2077	Strategic Leadership in Academic Medicine	1	Sarah Merriam Thomas Radomski	Fall	
CLRES 2300	Introduction to Systematic Reviews and Meta-Analyses	1	Nader Shaikh	Fall	
CLRES 2400	Qualitative Research Methods I: Theory and Design	1	Marie Norman Megan Hamm	Spring	
CLRES 2601	Principles and Practices in Palliative Care Part I	1	Rene Claxton	Summer	
CLRES 2602	Principles and Practices in Palliative Care Part II	1	Rene Claxton	Fall	

Appendix C: ICRE Academic Integrity Pledge

ICRE Academic Integrity and Code of Professionalism Pledge

Student Obligations:

1. Students should recognize their responsibility to uphold the ICRE Honor Code and Code of Professionalism (provided to you at Orientation, and included the student handbook available to all students online) and the academic policies for each course presented on the first day of class. If a student does not understand or disagrees with any of these policies, it is their responsibility to meet with the course instructor and, if needed, ICRE Director of Academic Programs.

2. Each student is required to sign the ICRE Academic Integrity and Code of Professionalism Pledge at Orientation. If a student does not sign and return the form they will be unable to receive a grade for their courses and will be considered in violation of the ICRE's Academic Integrity policy.

I (_____), understand the ICRE's Honor Code, Code of Professionalism. I understand that at any time I may request copies of the ICRE's Academic Integrity policies and procedures. By signing my name, I agree that I will uphold these policies and promote the integrity of the ICRE and the University of Pittsburgh.

Student Signature: _____

Date: _____

Appendix D: ICRE Academic Integrity Violation Reporting Procedure

Provide written notification to student that you suspect they has violated the academic integrity code and that an instructor-student meeting needs to be held.

You and the Director of Academic Programs will meet with the student and discuss the suspected violation. During this meeting the instructor will inform the student of the reasons he/she suspects a violation has occurred (please note that the instructor is under no obligation at this time to reveal the identities of any third party individuals who may have reported the allegation or provided any information about the allegation).

Following the instructor-student meeting, one option will be pursued:

If the instructor and Director believe the allegation is not supported by facts and after discussion with the student believes there was no violation, it will be dismissed and the student will be notified at the end of the meeting. Documentation of the meeting will be added to the students' official file.

If the instructor and Director still believes that an offense has occurred, they should:

Contact the ICRE Academic Integrity Committee and provide all facts pertaining to the allegation. Notify the Committee of the proposed sanctions for the accused student.

The Committee will discuss the case and one option will be pursued:

The Committee agrees that a violation has occurred and supports the proposed sanctions.

The Committee do not believe a violation has occurred or do not agree with the proposed sanctions. The Committee will convene a meeting with the instructor and Director.

Schedule a follow-up meeting with the student. During this meeting, the instructor will indicate to the student the sanction for the violation.

If the student agrees with the conclusion and sanction, the instructor and student will complete an 'Academic Integrity Violation Report' form. This form will be added to their student file.

If the student disagrees with the conclusion and/or sanction, the instructor will schedule a meeting with the ICRE Academic Integrity Committee, the student and the instructor. A copy of the 'Academic Integrity Violation Report' and any background on the case will be given the Committee prior to the meeting for review. If the student disagrees with the finding after meeting, the case will then be sent to the School of Medicine Graduate Studies Office and will follow their course of action.

If an accused student fails to respond to the instructor to schedule a meeting in a reasonable period of time, the student will receive a finding of 'responsible for violation of academic integrity' and the instructor will apply their sanctions/punishment and inform the student of actions taken.

Appendix E: Student Obligations

A student has an obligation to exhibit honesty and to respect the ethical standards of the profession in carrying out their academic assignments. Without limiting the application of this principle, a student may be found to have violated this obligation if he or she:

- Refers during an academic evaluation to materials or sources, or employs devices, not authorized by the faculty member.
- Provides assistance during an academic evaluation to another person in a manner not authorized by the faculty member.
- Receives assistance during an academic evaluation from another person in a manner not authorized by the faculty member.
- Engages in unauthorized possession, buying, selling, obtaining, or use of any materials intended to be used as an instrument of academic evaluation in advance of its administration.
- Acts as a substitute for another person in any academic evaluation process.
- Utilizes a substitute in any academic evaluation proceeding.
- Practices any form of deceit in an academic evaluation proceeding.
- Depends on the aid of others in a manner expressly prohibited by the faculty member, in the research, preparation, creation, writing, performing, or publication of work to be submitted for academic credit or evaluation.
- Provides aid to another person, knowing such aid is expressly prohibited by the instructor, in the research, preparation, creation, writing, performing, or publication of work to be submitted for academic credit or evaluation.
- Presents as one's own, for academic evaluation, the ideas, representations, or words of another person or persons without customary and proper acknowledgment of sources.
- Submits the work of another person in a manner which represents the work to be one's own.
- Knowingly permits one's work to be submitted by another person without the faculty member's authorization.
- Attempts to influence or change one's academic evaluation, grade, or record for reasons other than achievement or merit.
- Engages, during a class (or examination) session in which one is a student, in conduct which is so disruptive as to infringe upon the rights of the faculty member or fellow students.
- Fails to cooperate, if called upon, in the investigation or disposition of any allegation of dishonesty pertaining to another student.

Adapted from the University of Pittsburgh's Suggested Student Code of Conduct.

Appendix F: Faculty Obligations

A faculty member accepts an obligation, in relation to their students, to discharge their duties in a fair and conscientious manner in accordance with the ethical standards generally recognized within the academic community (as well as those of the profession).

Without limiting the application of the above principle, members of the faculty are also expected (except in cases of illness or other compelling circumstance) to conduct themselves in a professional manner, including the following:

- To meet their classes when scheduled.
- To be available at reasonable times for appointments with students, and to keep such appointments.
- To make appropriate preparation for classes and other meetings.
- To base all academic evaluations upon good-faith professional judgment.
- To describe to students, within the period in which a student may add and drop a course, the general content and objectives of a course, and the methods and standards of evaluation and grading.
- Not to consider, in academic evaluation, such factors as race, color, religion, sex, sexual orientation, age, national origin, and political or cultural affiliation, and life style, activities, or behavior outside the classroom unrelated to academic achievement.
- To respect the confidentiality of information regarding a student contained in University records; and to refrain from releasing such information, except in connection with intra-University business, or with student consent, or as may be permitted by law.
- Not to exploit their professional relationship with students for personal advantage; and to refrain from soliciting the assistance of students for personal purposes in a manner which infringes upon such students' freedom of choice.
- To give appropriate recognition to contributions made by students to research, publication, service, or other activities.
- To refrain from any activity which involves risk to the health and safety of a student, except with the student's informed consent, and, where applicable, in accordance with the University policy relating to the use of human subjects in experimentation.
- To respect the dignity of students individually and collectively in the classroom and other academic contexts.

Adapted from the University of Pittsburgh's Faculty Handbook.